

**PMP**

PROTÉGÉS MENTORING PROGRAM



WAKE FOREST  
UNIVERSITY

# Mentor Training Manual



OFFICE OF MULTICULTURAL AFFAIRS



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**Mentor Training Manual**  
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## PEER MENTOR TRAINING PROGRAM

### *Overview:*

The quality of a student's mentoring experience is directly related to the quality and rigor of the training program for peer mentors. An effective mentoring program incorporates the fundamental concepts and responsibilities of mentoring. Through this program, the Office of Multicultural Affairs seeks to help all Wake Forest University students in the Protégés Mentoring Program.

### *Objectives:*

To help peer mentors become knowledgeable with their role and responsibilities.

To help peer mentors work effectively with their protégés.

To explain to peer mentors the background and overview of the university, academic policies and procedures.

To help provide peer mentors with a working definition of mentoring.

To teach peer mentors how and when to refer protégés for additional or specialized help.

To instruct peer mentors in the use of resource materials.

To teach peer mentors how to maintain records of mentoring sessions.

To evaluate the effectiveness of the training program.



## *Introduction to the Protégés Mentoring Program*

“A mentor is a kind of guide, who, despite having been far enough to know something of what’s down the path, comes back to walk with you, and thus leads without leaving you to follow.”

BOYD (1988)

According to research conducted on college campuses nationwide, ethnic minority students often experience feelings of alienation and loneliness at predominately white institutions. Research at Wake Forest University supports these findings. As a result, the Office of Multicultural Affairs has implemented a peer-mentoring initiative, called the Protégés Mentoring Program (PMP), to supplement the regular new student orientation program. The purpose of this program is to enhance students' chances of academic success and to create a sense of belonging at the university. To facilitate this process, each entering first-year (protégé) is paired with an upper-class peer mentor.

The Office of Multicultural Affairs works with Admissions to make Mentor/Protégé assignments. Assignments are generally maintained throughout the student's first semester of college. However, if mentor and protégé pairings are incompatible, students can be reassigned.

Mentors are informed of their responsibilities through a pre-service training program. Meetings are conducted with mentors occasionally throughout the PMP to identify problems and address concerns. To determine program effectiveness and to make improvements, mentors and protégés are asked to evaluate the program by completing a brief questionnaire at the end of the mentoring program.

An informal reception held during new student orientation in the fall allows mentors and protégés to become acquainted. This initial meeting is designed to lay the framework for effective dialogue between mentors and protégés throughout the course of the program.

## *Goals*

The specific goals of the PMP are:

1. To provide students with a continuing orientation to the university and community life.
2. To help students connect with other students in the university.
3. To offer students a variety of support mechanisms.

## *Program Outcomes*

Through a mentoring relationship with an upper-class student, **first-year students (Protégés)** will...

1. ...ease their transitional experience from high school to college
2. ...make connections academically, socially, and cocurricularly at Wake Forest
3. ...receive direct support from another student of color

Through a mentoring relationship with a first-year student, **Mentors** will...

1. ...learn how to appropriately maintain and manage a mentoring relationship
2. ...further engage with their own college experience through helping and guiding their freshmen protégés through theirs

## *What a Mentor does for a Protégé*

The overall objective of the PMP is to improve the quality of life for the new student. Additionally, we intend to increase student retention and to provide an on-going orientation to all aspects of the university during the first year. The mentor's responsibility is to help the protégé take responsibility for his/her skills and behavior. This assistance should guide the protégé to academic and social integration, increased self-esteem, higher grades, and greater self-perceived intellectual growth. To ensure that they are adequately prepared, the mentor undergoes training to insure that he/she knows how to respond to the protégé's needs. Both mentor and protégé attend a fall orientation session and meet periodically during the PMP to discuss the mentoring process.

## *How the Relationship Works*

At minimum, mentors communicate with their protégé(s) face-to-face once a month during the fall semester, and once a week via e-mail, computer-mediated methods, telephone calls, or any other form of passive contact. As a mentor, you may choose to talk about your personal experiences and/or give academic suggestions and guidance. A guideline for Mentor-Initiated Contacts is attached.

You and your protégé will determine your individual communication objectives for the PMP. Outside of the few scheduled events, you and your protégé have the flexibility to plan other interactions according to your schedules.

You will also be expected to submit a brief report once a month to the Office of Multicultural Affairs. The purpose for monthly reports is to assist the PMP Student Coordinators in identifying special needs/concerns of students. A sample copy of the Mentor/Protégé Meeting Summary form is attached.



## *Incentives for Being a Mentor*

Being a mentor is an exceptional opportunity to help shape a student's life at Wake Forest University. In addition to this impressive responsibility, mentors are also given the following:

- ⊕ Mentors will receive a PMP T-shirt at the Mentor Training Session.
- ⊕ Mentors will be recognized at the End-of-the-Year Banquet at the end of the program.
- ⊕ Mentors may be able to use mentoring time for Merit Supplemental Scholarship community service hours.

*"Mentors are willing to share a bit of themselves  
so another person might grow closer to what  
he/she is capable of becoming."*



## *Program Guidelines for Mentors*

## *Mentor Selection Criteria*

All mentors should possess the following:

- ⊕ Approved application
- ⊕ Successful track record working with students
- ⊕ Diverse backgrounds and interests
- ⊕ Understanding and appreciation of cultural differences
- ⊕ Training and experiences
- ⊕ Problem solving skills
- ⊕ Ability to establish rapport with students
- ⊕ Knowledge of the university community and its resources
- ⊕ Caring attitude towards student development
- ⊕ Commitment to program goals and objectives
- ⊕ Sincere desire to build constructive, positive relationships
- ⊕ Excellent communication and interpersonal skills
- ⊕ Ability to establish positive and realistic goals
- ⊕ Accessibility
- ⊕ Positive attitude
- ⊕ Discipline
- ⊕ Dependability
- ⊕ Self-esteem

## *What Mentors are NOT!*

- ⊕ Mentors should **NOT** attempt to personally handle complex problems concerning financial aid, emotional or psychological adjustment, physical health, personal counseling, or any situation for which they are unqualified. Guidelines for referral will be provided.
- ⊕ A mentor is **NOT** a parent.
- ⊕ A mentor is **NOT** a professional counselor.
- ⊕ A mentor is **NOT** a social worker.
- ⊕ A mentor is **NOT** a financier.
- ⊕ A mentor should **NOT**:
  1. break promises
  2. condone negative behavior
  3. be condescending
  4. force the protégé to participate in any activity (socially or academically)
  5. break confidentiality (except in case of potential harm to the protégé or others)

*"Mentors do not manage others, they help mentees learn how to manage themselves."*

## *Responsibilities of Mentors*

- ⊕ Schedule at least one active contact (face-to-face meeting) with protégé per month
- ⊕ Initiate at least one passive contact (email, phone call, etc.) with protégé per month
- ⊕ Provide guidance and support to the student by creating an atmosphere of openness, caring and concern where meaningful communication and trust can exist.
- ⊕ Encourage students to take advantage of other support services within the university.
- ⊕ Schedule appointments with your protégé, and call to cancel meetings if emergencies arise.
- ⊕ Follow through with appropriate action, if any, after meeting with your protégé.
- ⊕ Keep accurate records of each contact with protégé. Submit the reports to the Office of Multicultural Affairs at the end of each month (see PMP Calendar for specific dates).
  - Attach any email correspondence
- ⊕ Encourage students to meet with their professors early in the semester to identify any potential weaknesses in their academic performance.
- ⊕ Encourage protégé to keep you informed about his/her academic progress.
- ⊕ Attend *all* PMP Programs (such as Alcohol Safety, Time Management/Stress, and Sexual Health Programs, and PMP Roundups).
  - Actively encourage protégés to attend programs with you
- ⊕ Assist the protégé in identifying academic goals and objectives.
- ⊕ Participate in periodic evaluations of the PMP.

## *The Mentoring Covenant*

- ⊕ Don't be afraid to be a mentor. Many people underestimate the amount of knowledge that they have about mentoring, the contacts they have, and the avenues they can use to help someone.
- ⊕ Remember that you don't have to fulfill every possible function of a mentor to be effective, but let your protégés know that you are willing to help and what kind of information or support you can give that you believe will be particularly helpful.
- ⊕ Clarify how much time and guidance you expect to offer.
- ⊕ Let protégés know if they are asking for too much or too little of your time.
- ⊕ Be sure to give criticism as well as praise, when warranted, but present it with specific suggestions for improvement. Giving criticism in the form of a question can be helpful, i.e., "Do you think this idea would be better if..."
- ⊕ Where appropriate "talk up" your protégés' accomplishments to others in your institution.
- ⊕ Include protégés in informal activities whenever possible.
- ⊕ Teach protégés how to seek other career help whenever possible.
- ⊕ Be willing to provide support for people different from yourself. Avoid the temptation to assist only those with whom we feel comfortable, those who are closest to being clones of ourselves.

*Bernice R. Sandler,  
Senior Associate with the  
Center for Women Policy Studies  
(Adapted)*

## *12 Strategies for Effective Mentoring*

- ⊕ Positive Attitude: Encourage the protégé to approach life and goals with enthusiasm and to be accepting of self and others.
- ⊕ Valuing: Encourage a person to examine beliefs and ideals in an effort to establish personal goals and values.
- ⊕ Open-Mindedness: Encourage a person to keep an open mind to ideas.
- ⊕ Interrelations: The interrelations between mentor and protégés should be situations of sharing, caring, and empathizing.
- ⊕ Creative Problem Solving: Encourage the protégé to use a creative problem solving process.
- ⊕ Effective Communications: Encourage a person to be an attentive listener and an assertive questioner.
- ⊕ Confidence: Assist a person in developing self-confidence.
- ⊕ Discovery: Encourage the protégé to be an independent thinker.
- ⊕ Strengths and Uniqueness: Encourage a person to recognize individual strength and uniqueness and to build on them.
- ⊕ Awareness: Stress that an individual be aware of the environment, be intuitive, be problem-sensitive, and be ready to make the most of opportunities.
- ⊕ Risk-Taking: Encourage a person to be a risk-taker and to be an active participant, not a spectator.
- ⊕ Flexibility: Share with a protégé the importance of being flexible and adaptable in attitudes and actions, looking for alternatives, seeing situations/persons from different perspectives.

*Noller (1982) Mentoring: A renaissance of apprenticeship.  
The Journal of Creative Behavior  
(Adapted)*

## *How to Actively Listen to Your Protégé*

People often underestimate the importance of active listening in relationships. The following tips for active listening give suggestions on how you can better listen to your protégé:

- ⊕ Clear your mind of unnecessary thoughts or distractions so that you can devote your full attention to your protégé.
- ⊕ Maintain eye contact.
- ⊕ Take note of body language, facial expressions, and gestures.
- ⊕ Read between the lines to uncover how your protégé “feels.”
- ⊕ Ask open-ended questions.
- ⊕ Ask for the protégé to clarify anything you don’t understand.
- ⊕ Avoid passing judgment or basing responses on preconceived notions.
- ⊕ Acknowledge that you are listening to your protégé.

*Linda Jucov, adapted from the National Mentoring Center Mentor Technical Assistance Packet (2002.)*



## *Mentor and Protégé Initial Activities*

- ⊕ Contact and identify each other.
- ⊕ Attend the PMP Mixer at the beginning of the semester.
- ⊕ Discussion of protégé's needs and expectations.
- ⊕ Discussion of goal setting activities to assist in achievement of protégé's educational objectives.
- ⊕ Sharing of resource information beneficial to protégé.
- ⊕ Establish a schedule for further meetings.

## *Examples of Mentor Activities*

<u>KIND OF ACTIVITY</u>	<u>EXAMPLE</u>
SKILL BUILDING	Goal setting activities Career options Interviewing practice
SOCIAL ACTIVITIES	Cookouts Pot-luck dinners Family Weekend Ethnic fashion and food fairs
RECREATIONAL AND CULTURAL	Concerts Sports events PMP activities Ethnic/cultural awareness activities
FIELD TRIPS	Museums Local businesses Universities and colleges Ethnic/cultural sites
COMMUNITY SERVICE PROJECT (VSC)	Neighborhood clean-up Big Brothers/Big Sisters Salvation Army Boys/Girls Clubs Project Pumpkin Anti-drug campaigns Habitat for Humanity
AWARDS AND RECOGNITION	PMP Awards Banquet Homecoming Formal Receptions Student Conferences

## *Minimum Mentor-Initiated Contacts with Protégé*

### **August**

- ⊕ Invite protégés to and attend the PMP Mixer
- ⊕ Meet and discuss PMP initial forms (PMP Agreement Contract, Pre-Program Evaluation)

### **September**

- ⊕ Active Contact: Individual meetings with protégés
  - Discuss initial protégé concerns about what they feel they need in a mentor
  - Address adjustment problems, if any; class scheduling; time planning; use of resources
- ⊕ Passive Contact: 1 each week
- ⊕ Reminder protégés of the Drop/Add deadlines and review the process
- ⊕ PMP monthly program
- ⊕ PMP Roundup

### **October**

- ⊕ Active Contact: Individual meetings with protégés
- ⊕ Passive Contact: 1 each week
- ⊕ PMP monthly program
- ⊕ PMP Roundup

### **November**

- ⊕ Active Contact: Individual meetings with protégés
  - Help protégés plan courses for spring semester; learning skills resources, if needed; career assessment, if needed; make referrals, if needed
- ⊕ Passive Contact: 1 each week
- ⊕ PMP monthly program
- ⊕ PMP Roundup
- ⊕ End of PMP evaluation

### **December**

- ⊕ PMP Banquet



## ***Guidelines for Student Assistance***

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## *Guiding Discussions Towards Goals and Decisions*

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- I. Once you have crossed the first hurdle and gotten the discussion off the ground, you may find the following questions helpful in guiding students to SET GOALS:
  1. WHAT are your immediate goals in your first semester of college; for education in general; in developing social contacts, etc.?
  2. WHAT hurdles, obstacles or problems do you foresee that will hinder or prevent you from achieving those goals?
  3. WHAT university or professional resources are available to help you achieve your goals?
  4. WHAT personal strengths do you feel can help you accomplish your goals?
  5. WHAT are some long-range plans for the next 3, 4, or 5 years?
  6. HOW do you see your life changing?
  
- II. Another area of concern for students is DECISION-MAKING. The following questions can help students with this process.
  1. Define the problem:
    - ⊕ Exactly what is it that seems to be causing the problem?
    - ⊕ How do you feel about it?
  2. Collect and analyze facts:
    - ⊕ What do you know about the situation?
    - ⊕ What are the positive and negative aspects?
  3. Examine the alternatives:
    - ⊕ What could you do about it?
  4. Test the alternatives:
    - ⊕ Which solution seems the best to you?

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## Helping Students under Stress

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### I. HOW CAN YOU RECOGNIZE A STUDENT IS UNDER STRESS?

The following signs, depending on their severity, usually indicate that a student is under some degree of stress and may need help. A single sign in a pronounced state, or a cluster of signs appearing about the same time, would probably indicate the need for referral to the Counseling Center.

A. A Stated Need for Help. The need for help may be stated directly or indirectly, strongly or modestly. It is important not only to *hear* the student, but also to *evaluate* the content of his or her message to you.

B. Unusual Changes in Behavior.

- ⊕ Withdrawal from the student's usual social interaction
- ⊕ Inability to sleep
- ⊕ Loss of appetite
- ⊕ Unexplained weeping
- ⊕ An acute increase in activity i.e., ceaseless talking, inability to relax
- ⊕ Noticeable absence from classes
- ⊕ Exaggerated irritability
- ⊕ Incoherent conversation
- ⊕ Undue anxiety i.e., excessive worrying or expressions of fear
- ⊕ Compulsive behaviors i.e., twitches, excessive or repetitive actions
- ⊕ Exam time "jitters"

C. Rapid Onset of Physical Illness.

- ⊕ Complaints about unusual bleeding
- ⊕ Chronic digestive problems and stomach problems
- ⊕ Impairment of vision
- ⊕ Severe and frequent headaches
- ⊕ Dizziness

D. Traumatic Changes in Personal Relationships.

- ⊕ Death or serious illness of a family member or close friends
- ⊕ Difficulties in family relationships
- ⊕ Dating and courtship difficulties

E. Drug or Alcohol Abuse.

F. References to Suicide.

Through careful listening, it is possible to distinguish between a “theoretical” discussion of suicide and the personal anguish of not knowing if “life is worth the hassle.” Regardless of which is the case, a referral to the Counseling Center is appropriate. And, if the conversation includes the *how*, the *when*, and/or the *where* of the suicide, then it may be assumed that the suicidal threat is serious and IMMEDIATE referral is necessary.

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## *Referral Skills*

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### **HOW TO REFER STUDENTS**

1. REFERRAL DECISIONS – ability to determine whether a referral should be made.
  - A. Determination of problem(s).
  - B. Determination of whether or not you can help and/or are qualified to offer the assistance needed.
  - C. Determination of possible agencies or persons to whom the student may be referred.
  
2. REFERRAL PROCESS – ability to professionally refer the student to the proper person or agency for help.
  - A. Explain in clear and open manner why you feel it is necessary to refer.
    1. Take into account the student's emotional and psychological reaction to the referral.
    2. Get the student to discuss his/her problem(s), consider the reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.
  - B. Explain fully the services, which can be obtained from the resource person or agency you are recommending.
  - C. Reassure student about capability and qualifications of resource to help meet the particular need expressed.
  - D. Give the student the name of a contact person to ask for or help by calling for an appointment for the students.
  - E. Discuss with the students any need for transfer of data and obtain consent and approval for the transfer.
  - F. Assist the student in formulating questions to ask or approaches to take.
  - G. Transmit all essential information to the person or agency that will assist the student.



3. FOLLOW UP – ability to evaluate the appropriateness and effectiveness of the referral.
  - A. Determine if the student kept his/her appointment.
  - B. Discuss with the student his/her evaluation of the help received from the agency or person.
  - C. Determine whether you selected the appropriate source of help for the student.

*Source: Crockett. D. Advising Skills, Techniques, and Resources, pp. 759.*

## *When to Refer Students*

Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines, which may help the advisor define the limits of his/her involvement with a particular student's problem. It is important not only to hear what the student is saying, but to also be attentive to the nonverbal behaviors as well as the feelings underlying the message. A referral is usually indicated by the following circumstances:

1. **WHEN A PERSON ASKS FOR REFERRAL.** It is a good idea to explore with the student the urgency of this need. It may be the student is feeling quite upset and some exploration will help the individual feel more comfortable being referred.
2. **WHEN A STUDENT PRESENTS A PROBLEM OR REQUESTS INFORMATION WHICH IS OUTSIDE YOUR RANGE OF KNOWLEDGE.**
3. **WHEN A PERSON CONTEMPLATES SUICIDE.** Although there are wide differences in the seriousness of suicidal thoughts, anytime a student is thinking about it seriously enough to discuss it with you he/she is probably pretty upset. Although it is important for you to help deal with immediate feelings, ethically, a threat to self or others requires strong intervention on the part of the faculty or other professionals. In order to assess the severity of the suicidal thought, a counselor in the University Counseling Center should be contacted. Offer to walk with the student to see the counselor. If you consider the situation to be a serious one warranting immediate attention, then tell the secretary that this is an emergency situation. Such emergencies are responded to immediately. It is possible to save a life by quick, effective action. There is a growing incidence of suicide among young people. *If you are concerned about a student, let someone know!*

4. WHEN YOU FEEL THAT THE HELP YOU'VE GIVEN IS INSUFFICIENT.  
None of us can successfully help everyone we try to help because of personality differences, lack of experience, or a variety of other reasons. When you have the feeling that you have not been helpful, try to be honest with the student and suggest a specific person or agency that would meet the student's needs. Also, suggest someone from the University Counseling Center.
5. WHEN YOU LACK OBJECTIVITY. If you identify with the student too closely because they are your friend, neighbor, relative, etc; it may affect your assessment of and ability to help correct the issue. It would be better for the student to be referred to someone who is impartial.
6. WHEN A STUDENT IS RELUCTANT TO DISCUSS A PROBLEM WITH YOU FOR SOME REASON. You may sense that the person may not feel comfortable talking to you; for example, the student might be more at ease talking to a male or a female, or a counselor of similar ethnic origin. In that case, you should refer the student to an appropriate individual.
7. WHEN A STUDENT HAS PHYSICAL SYMPTOMS. Headaches, dizziness, stomach pains, and insomnia can be physical manifestations of psychological states. If a student complains about symptoms they suspect (or you suspect) may be connected with their problem, it would be in their best interest to refer them to a professional, possibly a nurse or physician at the Student Health Service.

*Source: Adapted from Crockett, D. (1980) Advising Skills, Techniques, and Resources, pp.*

*760-761*

## *To Sum It Up*

1. Find out enough about the student's problem to be able to make the best referral.
2. Involve the student in the process. Deal with the feelings about the referral (i.e. objections, fears, etc.) It is better to have them discussed before the student leaves.
3. Go slowly – except in an emergency, the student should be made aware that he/she has a choice to accept or refuse the referral.
4. Be very specific in the referral (identify location, name of counselor, telephone number).
5. See how much help the student needs in contacting the referral. Try to let the person do as much for himself/herself as you can.
6. Follow up! Even if the student refused the referral, following up at a later date will demonstrate your continued interest.

Finally, the referral process is one that should communicate to the student that:

1. You are concerned about his/her well being.
2. You consider the problem one that requires professional attention, which you are unable to provide.

These two messages effectively communicated can determine the attitude with which the student enters counseling. That attitude affects the progress and outcome of any psychological intervention.

*Source: Crockett, D. (1980) Advising Skills, Techniques, and Resources, pp. 597*



## *The Evaluation Process*



## **Protégés Mentoring Program**

### ***Pre-Program Evaluation***

#### **Program Outcomes:**

Through a mentoring relationship with an upper-class student, **first-year students (Protégés)** will...

1. ...ease their transitional experience from high school to college
2. ...make connections academically, socially, and cocurricularly at Wake Forest
3. ...receive direct support from another student of color

Protégé Name: \_\_\_\_\_ Mentor Name: \_\_\_\_\_

#### ***For the Protégé:***

Why did you make the decision to attend college?

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What goals do you have for yourself while here at Wake Forest? What do you hope to accomplish?

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Why did you choose to become a part of the Protégés Mentoring Program?

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Describe your ideal mentoring relationship. What do you expect from your Mentor throughout this program? What do you expect from yourself?

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#### ***For the Mentor:*** *(Talk with your Protégé to answer the following question together.)*

How can we work together to meet your expectations, ensuring that they are both reasonable and obtainable? (List specific steps.)

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## Protégés Mentoring Program *Agreement Contract*

“A Mentor is a kind of guide, who, despite having been far enough to know something of what’s down the path, comes back to walk with you, and thus leads without leaving you behind to follow”  
Boyd (1988)

### Program Outcomes:

Through a mentoring relationship with an upper-class student, **first-year students (Protégés)** will...

4. ...ease their transitional experience from high school to college
5. ...make connections academically, socially, and cocurricularly at Wake Forest
6. ...receive direct support from another student of color

Through a mentoring relationship with a first-year student, **Mentors** will...

3. ...learn how to appropriately maintain and manage a mentoring relationship
4. ...further engage with their own college experience through helping and guiding their freshmen protégés through theirs

## Protégé and Mentor Agreement

We are voluntarily entering into a mentoring relationship which we expect to benefit Mentor and Protégé, as well as the Wake Forest community. We want this to be a rich, rewarding experience and agree to mutual confidentiality. This is a formal, one-semester program.

We have discussed our expectations (as listed on the Pre-Program Evaluation), and reviewed our plan for success in meeting these expectations together.

*As a Protégé, I understand that I am expected to fully commit to and participate in this program, knowing that mentorship is a two-way process.*

\_\_\_\_\_  
Protégé Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*As a Mentor, I understand that I am expected to use my experience and knowledge to assist my Protégé to the best of my ability. Because of my level of experience, I willingly take the bulk of the responsibility to initiate the relationship, although I know mentorship is a two-way process.*

\_\_\_\_\_  
Mentor Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# **Protégés Mentoring Program**

## ***August Initial Meeting Summary Form***



Please return to the Office of Multicultural Affairs by the end of August.  
This meeting *must* be a face-to-face contact.

Mentor Name: \_\_\_\_\_ Meeting Date: \_\_\_\_\_  
Protégé Name: \_\_\_\_\_

Talk with your Protégé about the following things. Make notes about their responses.

### ***Social Transition***

Are they feeling homesick at all? How are they coping?

Notes: \_\_\_\_\_  
\_\_\_\_\_

Are they making connections with other students (developing friendships)?

Notes: \_\_\_\_\_  
\_\_\_\_\_

Are they interested in learning about any organizations?

Notes: \_\_\_\_\_  
\_\_\_\_\_

### ***Academic Transition***

How do they feel about their course schedule?

Notes: \_\_\_\_\_  
\_\_\_\_\_

What are they doing to manage their time/schedule?

Notes: \_\_\_\_\_  
\_\_\_\_\_

Have they been to the Office of Multicultural Affairs yet? Yes ☐ No ☐



# Protégés Mentoring Program

## *Monthly Meeting Summary Form*



Please return to the Office of Multicultural Affairs by the end of each month.  
Refer to program calendar for specific due dates.

Mentor Name: \_\_\_\_\_

Protégé Name: \_\_\_\_\_

Location/Contact Type	Number of times this month
-----------------------	----------------------------

(check box – double-click box):

<input type="checkbox"/> Met on Campus	_____
--	-------

(where \_\_\_\_\_)

<input type="checkbox"/> Phone Contact (calls only)	_____
---	-------

<input type="checkbox"/> Email Contact	_____
--	-------

<input type="checkbox"/> On Campus Event	_____
--	-------

<input type="checkbox"/> Off Campus Event	_____
---	-------

<input type="checkbox"/> Other Contact	_____
--	-------

(specify \_\_\_\_\_)

What did you and your Protégé talk about?

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Areas of concern – list anything you think will require follow-up in the near future:

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How would you rate your Protégé's satisfaction with you as a Mentor at this time?

Poor

☐

Fair

☐

Adequate

☐

Good

☐

Excellent

☐

## Mentor Evaluation Form for Protégés

**Freshmen Protégés** should use this sheet to evaluate their Mentors.

Your Name \_\_\_\_\_

Date \_\_\_\_\_

Your Mentor's Name \_\_\_\_\_

### The Mentoring Relationship

1. How many times have you met with your mentor? (approximately) \_\_\_\_\_
2. How often do you meet with your mentor?  
☐ Weekly ☐ Bi-Weekly ☐ Monthly ☐ Bi-Monthly ☐ Never
3. Is your mentor usually available when you need him/her? \_\_\_\_\_
4. What types of concerns do you discuss with your mentor? (Check all that apply)  
☐ Academic ☐ Social ☐ Athletic ☐ Personal advising ☐ Referral ☐ Other
5. How effective do you feel the mentoring process was for you this semester?  
(Ineffective) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Very Effective)
6. How would you describe your relationship with your mentor? (Check one)  
☐ Non-existent ☐ Bad ☐ Fair ☐ Good ☐ Excellent
7. What could your mentor do to improve the relationship?  
\_\_\_\_\_  
\_\_\_\_\_
8. What was the MOST valuable part of your mentoring experience? The LEAST valuable?  
\_\_\_\_\_  
\_\_\_\_\_
9. Other comments: \_\_\_\_\_  
\_\_\_\_\_

### General PMP Experience

10. Which of the PMP Educational Programs did you attend?  
☐ Career Development ☐ Healthy Lifestyle ☐ Relationships/Sexual Health ☐ None  
If you checked 'None,' why?  
\_\_\_\_\_
11. What program topics do you think would be beneficial for next year's freshmen class? \_\_\_\_\_  
\_\_\_\_\_
12. Additional comments on the program's strengths, suggestions for improvements, etc.  
\_\_\_\_\_  
\_\_\_\_\_
13. Are you interested in being a Mentor for next school year? ☐ Yes ☐ No

## Protégé Evaluation Form for Mentors

**Mentors** should use this sheet to evaluate their Freshmen Protégés.

Your Name \_\_\_\_\_

Date \_\_\_\_\_

Your Protégé's Name \_\_\_\_\_

### The Mentoring Relationship

1. How many times have you met with your protégé? (approximately) \_\_\_\_\_
2. How often do you meet with your protégé?  
☐ Weekly   ☐ Bi-Weekly   ☐ Monthly   ☐ Bi-Monthly   ☐ Never
3. Is your protégé usually available when you need him/her? \_\_\_\_\_
4. What types of concerns do you discuss with your protégé? (Check all that apply)  
☐ Academic   ☐ Social   ☐ Athletic   ☐ Personal advising   ☐ Referral   ☐ Other
5. How effective do you feel the mentoring process was for you this semester?  
(Ineffective)   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   (Very Effective)
6. How would you describe your relationship with your protégé? (Check one)  
☐ Non-existent   ☐ Bad   ☐ Fair   ☐ Good   ☐ Excellent
7. What was the MOST valuable part of your mentoring experience? The LEAST valuable?  
\_\_\_\_\_  
\_\_\_\_\_
8. Other comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Student Coordinator Evaluation Form for Mentors

**Mentors** should use this sheet to evaluate their Student Coordinators.

Your Name \_\_\_\_\_

Date \_\_\_\_\_

Your Coordinator's Name \_\_\_\_\_

### Mentor – Coordinator Relationship

1. How often did you hear from your Coordinator?

☐ Weekly      ☐ Bi-Weekly      ☐ Monthly      ☐ Bi-Monthly      ☐ Never

2. Is your Coordinator usually available when you need him/her? \_\_\_\_\_

3. What types of concerns do you discuss with your Coordinator? (Check all that apply)

☐ Clarification of PMP Process

☐ Concerns about Protégés

What were these concerns?

☐ Contacting Protégé

☐ Advising Protégé

☐ Other (please specify) \_\_\_\_\_

4. How effective do you feel the Coordinator process was for you this semester?

(Ineffective)   ☐1   ☐2   ☐3   ☐4   ☐5   (Very Effective)

5. How would you describe your relationship with your Coordinator? (Please circle)

☐ Non-existent      ☐ Bad      ☐ Fair      ☐ Good      ☐ Excellent

6. What could your Coordinator do to improve the relationship? \_\_\_\_\_

7. Other comments: \_\_\_\_\_

### General PMP Experience

14. Which of the PMP Educational Programs did you attend?

☐ Career Development   ☐ Healthy Lifestyle   ☐ Relationships/Sexual Health   ☐ None

If you checked 'None,' why?

\_\_\_\_\_

15. What program topics do you think would be beneficial for next year's freshmen class?

\_\_\_\_\_

16. Additional comments on the program's strengths, suggestions for improvements, etc.

\_\_\_\_\_

17. Are you interested in being a Mentor or Student Coordinator for next school year?

☐ Mentor

☐ Student Coordinator